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ABSTRACT

The report, over half of which consists of appendixes, describes the development and implementation of a program in Dorchester County, Maryland, to integrate into a public school 23 emotionally handicapped students (ages 6-13) who had been attending school at a state mental institution. Services provided to the children in the public school program included individualized and small group instruction, behavior modification and contingency management, psychiatric and psychological services, nursing and health services, recreation, occupational and speech therapy, and parental involvement through outreach services. Among the conclusions reached at the end of the program's first year was that the students exhibited a positive attitude towards the program as indicated by improved attendance, the absence of truancy, and the greater degree of involvement in public school activities. The many appendixes include a parental approval form, an inservice schedule, and a list of personnel qualifications. (DLS)

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DEVELOPMENT AND IMPLEMENTATION OF AN INTERAGENCY PROGRAM FOR EMOTIONALLY HANDICAPPED CHILDREN

BY

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ABSTRACT

The purpose of this practicum was to develop and implement a public school program for emotionally handicapped students who had previously been attending school at a state mental institution. The children and adolescents placed in this program received a broad range of services including: individualized and small group instruction, behavior modification and contingency management, psychiatric and psychological services, nursing and health services, recreation, occupational and speech therapy and parental involvement through outreach services by the program staff.

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Development and Implementation of an Interagency Program for Emotionally Handicapped Children

by

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INTRODUCTION

The concept and proposals presented here represent a mutual effort of public education and health service agencies. The proposal has further been developed co-operatively with the Maryland State Department of Education and the Maryland State Department of Health and Mental Hygiene. The several parties recognized that emotionally impaired children could best be assisted by careful and efficient coordination of the different types of services which each is empowered to render. The parties acknowledged that many children with special needs were being served in a state mental institution within Dorchester County. The parties agreed that a public school program designed to serve children with vulnerable emotional impairments would assist each of the agencies in carrying out its respective responsibilities to these children and would permit a

[1] Supervisor of Special Education

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better and more responsive overall program of services to be provided for these children.

A site for the program was located in a Dorchester County public school. Students to be served in this school had previously been educated at the Agnew School, Eastern Shore Hospital Center, Cambridge, Maryland. The program served a total of twenty-three children in a school located on the campus of an existing public school. Therefore opportunities were present to interface components of the education programs of the vulnerable emotionally impaired students with those of regular school students.

The program was implemented during September 1976 at Glasgow School as an alternative to institutional placement for emotionally handicapped students. The program was staffed with certificated special education teachers. Paraprofessional and support personnel were hired to provide comprehensive services to the identified student population. Program structure, teacher/pupil ratios, and student eligibility were consistent with the State Department of Education, Special Education Bylaw 13.04.01.01 (see Appendix A), Public Law 94-142 (see Appendix B), and the Raine Decree (M.A.R.C. vs MSDE et al, 1974) (see Appendix C).

Replication, revision, and potential expansion of program activities were contingent upon documented successful completion of program outcomes.

CHAPTER I

STATEMENT OF THE PROBLEM

The identified problem which served as a genesis for this practicum centered around the delivery of services for emotionally handicapped students. The project directors recognized that existing programs for emotionally handicapped school-age students at a state institution were inappropriate for the following reasons:

1. The average daily attendance of the twenty-three students attending the institutional program was eighty-two percent, as compared with the public school average daily attendance of ninety-three percent. Additionally, forty-nine percent of the students at the institutional program were truant on three or more occasions (see Table 1).
2. There was a lack of appropriate educational programming as a result of inappropriate and non-specialized preparation of staff. Of the total staff in the institutional program, four had training in elementary education, two had social studies training, and one had training in psychology. Only one of the seven staff members, according to Maryland certification

TABLE 1

INSTITUTIONAL PROGRAM TRUANCY MATRIX
1975-76 SCHOOL YEAR

Student I.D. #	Truancy Incidence (Days)			
	1	2	3	Total
1			x	53
2			x	8
3			x	30
4			x	19
5			x	23
6		x		2
7	x			1
8	x			1
9			x	108
10	x			1
11				0
12				0
13				0
14			x	37
15			x	17
16			x	6
17				0
18			x	26
19			x	27
20				0
21		x		2
22				0
23		x		2
Total	3	3	11	363

requirements, was certified to teach emotionally handicapped students.

3. There were limited opportunities for students to make the transition back to regular school programs. Only one of the twenty-three students became re-involved in public school programs during school year 1975-76.
4. There were limited educational opportunities due to the inadequacy of the physical facility. The institutional program was initially designed as an evaluation program for eight to ten children, ages five through twelve. In actuality, the program was serving sixty children, ages five through eighteen. Existing office space was converted to classrooms, which were overcrowded and poorly equipped. There were no indoor physical education facilities; library and media services were inadequate. The entire school was housed in one wing of the Eastern Shore Hospital Center which also included a mental health clinic, psychiatric inpatient unit, and geriatric inpatient unit. This arrangement was inappropriate because it brought students in daily contact with the adult inpatient population.

5. The Dorchester County Board of Education indicated it could not continue to provide this service at an increase in cost and that other alternatives would have to be explored. In the past, the county cost was based on the provision for a teacher and an aide, whose salaries amounted to approximately $15,000. During the 1976-77 school year, the costs were going to be based on the actual per pupil cost as determined by the institution. This meant that the county expenditure for these students would have to be increased from approximately $15,000 to over $92,000.

CHAPTER II

OBJECTIVES OF THE PRACTICUM

A. PROCESS

1. To recruit and hire professional personnel certificated in special education by the Maryland State Department of Education who have had experience in teaching emotionally handicapped children.
2. To establish a liaison program with the regular school to increase the opportunities for emotionally handicapped students to participate in appropriate educational activities.
3. To implement an educational program for emotionally handicapped students, ages six through thirteen, in a suitable public school facility.
4. To maintain specialized supportive services for emotionally handicapped students.

B. TERMINAL

1. Upon completion of the program fifty percent of the students will show at least ten percent improvement in attendance for the school year.

2. Less than ten percent of the students will be truant during the school year.
3. At least ten percent of the students will return to regular school programs on a full-time basis during the school year.
4. At least twenty-five percent of the students will return to regular school programs on a part-time basis during the school year.
5. To establish a public school program of comparable or greater services at a total cost to the county of twenty-five percent less than the cost of maintaining the students in an institutional program.
6. To provide appropriate public school programs for all emotionally handicapped students, ages six through thirteen.

CHAPTER III

CONCEPTUALIZED STRATEGIES TO ACCOMPANY THE OBJECTIVES

The Supervisor of Special Education and Coordinator of Federal Programs met to explore the implications of developing a public school program for emotionally handicapped students, ages six through thirteen. In their efforts to determine the reasons for the excessive costs of the institutional program, it was determined that the program was funded in the following manner:

1. The Dorchester County Board of Education was funding salaries of one teacher, one aide, a hearing clinician, a speech therapist, part-time supervisory services, and the total transportation costs for the students.
2. The Maryland State Department of Education ESEA Title I funds were being utilized to provide three teachers and all instructional supplies and materials.
3. The Maryland State Department of Health and Mental Hygiene was funding salaries of a principal, two teachers, part-time supportive services (psychiatric, psychological, nursing, and social), consultant

services, and the facility including utilities.

Other county boards of education were consulted to determine if they were experiencing anticipated cost increases with the institutional program and it was found that similar concerns were present.

A joint meeting was held with the financial officer of the Dorchester County Board of Education and the board's directors to discuss the preliminary findings and to develop cost comparisons based on local programming. In order to obtain cost comparisons, the following items were considered:

1. Utilization of a school facility which was being phased out due to a county consolidation program, versus establishing a program in a regular elementary school.
2. Total number of students to be served.
3. Staffing ratio as specified by special education bylaws.
4. Materials and supplies.
5. In-service activities.
6. Administrative expenses.
7. Transportation costs.
8. Clinical services.

The findings indicated that the county public school system could provide comparable programs at less cost. The instituional program which had been presently serving eight

counties on the Eastern Shore of Maryland, projected that the county cost for 1976-77 school year would be $3,076 per pupil. Having identified twenty-three students who were in need of a structured program during the 1976-77 school year and projecting this figure to a maximum of thirty students, the cost for continued participation in the institutional program would be $92,280.

To develop the program in a vacated public school facility utilizing a staff of three teachers and three aides and providing instructional materials, and administrative and supervisory services cost $57,000, of which $31,410 (based upon a per pupil cost of $1,047) would be local funds. The remainder of the funds would be available through federal sources which otherwise the county would not be eligible to receive should the children remain in the institutional program. Therefore the cost of operating this program locally represents a combined per pupil cost of $1,900, as compared with $3,076 being charged by the institution. This will represent a saving of $1,176 per student to the county or a total of $35,280 (see Table 2).

These findings were presented to the central office supervisory staff and the superintendent in a joint meeting

TABLE 2

1976-77 SCHOOL YEAR COMPARATIVE COSTS

1976-77	Agency	Number Students	Cost Per Pupil	Total
Projected Cost	Local	30	$3,076	$92,280
Actual Cost	Local Federal	30	$1,047 $ 853	$31,410 $25,590 $57,000[a]
Total Savings	Local	30	$1,176	$35,280

a A delineation of actual cost:
Program personnel $45,500
Materials and supplies $11,500
Facility (No additional cost over previous year.)
Transportation (State funded)
Administration (No additional cost, existing staff.)

to secure approval for the development of a program operated by the Dorchester County Board of Education. Tentative approval was given to further explore the program's feasibility. This involved scheduling meetings with:

1. Parents of involved students.
2. The superintendent of the institution.
3. Representatives of both the State and County Department of Health and Mental Hygiene.
4. Representatives of the Maryland State Department of Education, Division of Special Education.
5. Maryland State Department of Social Services.
6. Representatives of Maryland State and Dorchester County Department of Education, Division of Transportation.

Negotiations with these agencies were found to be positive. These findings were presented to the superintendent and his administrative staff, whereby recommendations were made for a formal presentation and eventual approval by the Dorchester County Board of Education.

Formal negotiations were initiated by the project directors with the major funding agencies (the Maryland State Department of Health and Mental Hygiene, the Dorchester County Board of Education, and the Maryland State Department

of Education). The agencies agreed to commitments as described in "The Scope of Services Matrix" (see Table 3).

TABLE 3

THE SCOPE OF SERVICES MATRIX

Services	Agency Responsible		
	State	Local	Health and Mental Hygiene
Teachers		x	
Aides		x	
Administration		x	
Furniture and equipment		x	
Instructional materials		x	x
School facility and utilities		x	
Student transportation	x		
Supplementary funds	x		
Technical assistance	x		
Evaluation (program)	x	x	x
Evaluation (student)		x	
Health services			x
Clinical services			x
Supervision		x	
Coordination of services		x	

The project directors then took the following actions:

1. Secured an available facility.
2. Designed personnel qualifications with the director of personnel (see Appendix D).
3. Advertised, interviewed, and selected appropriate personnel (see Appendix E).
4. Planned in-service activities (see Appendix F).
5. Secured contractual agreements with participating agencies (see Appendix G).
6. Secured parental approvals for student participation.

CHAPTER IV

CHRONOLOGICAL ORGANIZATION

PHASE ONE (PRE-SCHOOL ACTIVITIES)

Preliminary organizational meetings were initiated by the Supervisor of Special Education and the Coordinator of Federal Programs (program directors) to involve a supervisor of elementary schools, an elementary principal, program personnel and clinical personnel. Items for consideration during these meetings were:

1. Administrative procedures.
2. Transportation arrangements.
3. Instructional program format.
4. Pre-program needs.
5. Student referral.
6. School liaison procedures.
7. Parental involvement.
8. Clinical staff involvement.

Pre-program organizational planning sessions (see Appendix I) with personnel and the program directors encompassed areas such as:

1. Class assignments.
2. Student assessment procedures.
3. Review of student records.

4. Selection of instructional materials.
5. Parent conferences.
6. Preparation of facility.
7. Grading.
8. School policies.

PHASE TWO (SCHOOL YEAR ACTIVITIES)

During the first month, school personnel, clinical staff, and students were involved in individual student assessment activities, familiarization with the facility, scheduling, and the establishment of non-graded classes. After student assessments were completed, staff emphasized the amelioration of student emotional problems by concentrating on their abilities. An ongoing review of student progress was directed toward a gradual transition of students into regular programs when this transition was deemed appropriate by program personnel.

Program staff determined that a majority of the students could participate in some programs with regular school students. The students who returned to regular school programs continued to receive follow-up services from both the instructional and the clinical personnel of the program.

CHAPTER V

EVALUATION OF THE OBJECTIVES

Process Objectives

A.1. To recruit and hire professional personnel certificated in special education by the Maryland State Department of Education who have had experience in teaching emotionally handicapped children.

Of the professional staff hired for this program, personnel credentials and years of experience teaching emotionally handicapped students exceeded the credentials of previous staff in the institutional program.

The program's professional staff had eleven and one-half years of teaching experience beyond the total teaching experience of the previous institutional staff. All program professional staff was certificated in special education in accordance with the Maryland State Department of Education regulations, whereas previous institutional staff were certificated in areas other than special education. All program aides held bachelors degrees with certification in elementary education and had student teaching experience. All the institutional aides were just high school graduates with no prior work experience in education.

Therefore, this objective has been successfully attained as determined by the improved credentials and increased years of teaching experience of the program staff (see Table 4).

TABLE 4

CREDENTIALS AND EXPERIENCE COMPARISON

Positions	Degree		Certification		Experience	
	A	B	A	B	A	B
Teacher	B.S.	M.Ed.	El.Ed.	Sp.Ed.	1	5
Teacher	B.S.	M.Ed.	Soc.St.	Sp.Ed.	2	6
Teacher	B.S.	B.S.	Psych.	Sp.Ed.	1	4½
Aide	H.S.	B.S.	--	El.Ed.	1	1
Aide	H.S.	B.S.	--	El.Ed.	1	1
Aide	H.S.	B.S.	--	El.Ed.	1	1
Total					7	18½

A - Institutional program

B - Public school program

A.2. To establish a liaison program with the regular school to increase the opportunities for emotionally handicapped students to participate in appropriate educational activities.

During the course of the school year Admission, Review and Dismissal (ARD) committees were established; students were involved in regular school activities; and joint in-service meetings (see Appendix J) were held with the staff of Sandy Hill Elementary School, a regular elementary school located on the same campus as Glasgow School. Weekly meetings of the ARD committee (see Appendix K) were held at the Glasgow School as compared with bi-weekly meetings in the institutional program. Weekly faculty meetings were held in conjunction with the Sandy Hill Elementary School; whereas there were no joint staff meetings between the institutional and regular school programs during the previous school year.

As noted from a comparison of activities (see Table 5), there was no previous involvement of students from the institutional program in public school activities. Within the public school program, each child's involvement was determined by program staff as to the appropriateness and frequency of the activity. Therefore, this objective has been successfully attained as determined by pre-and post-comparative data.

TABLE 5

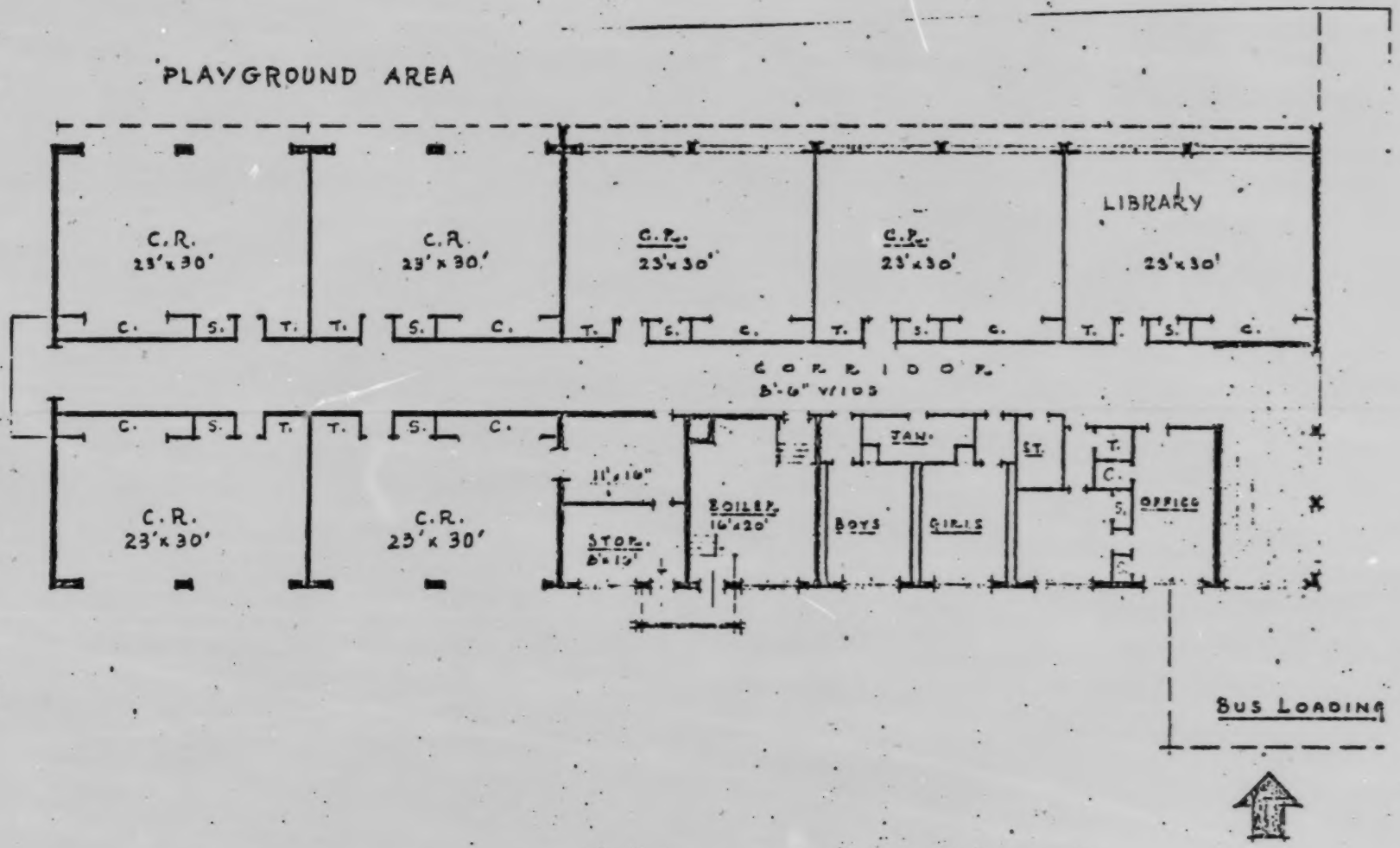
COMPARISON OF NUMBER OF HANDICAPPED STUDENTS INVOLVED IN STUDENT ACTIVITIES

Activities	Institutional 1975-76	Program 1976-77
Physical education	0	14 (daily)
Content subject areas	0	8 (1 to 2 times daily)
Resource room	0	6 (daily)
Cafeteria	0	27 (daily)
Assemblies	0	27 (3 assemblies)
Field trips	0	27 (2 trips)

A.3. To implement an educational program for emotionally handicapped students, ages six through thirteen, in a suitable public school facility.

The program was successfully located in a public school facility which allowed for total utilization of the facility for educational purposes. This facility was designed specifically for educational activities appropriate to the age of the student population to be served, whereas the institutional facility was located in one wing of a mental health clinic/psychiatric unit of a state mental institution. Space provided for the instructional program at the institution was comprised of converted office space which produced many constraints for scheduling appropriate student activities.

At the institution, approximately sixty students were utilizing five converted classroom areas. In the program public school facility, twenty-three students had access to seven classrooms designed specifically for educational activities. The public school facility was more conducive to individualized and small group instruction. A comparison of Figure 1 and 2 clearly indicates that the objective has been successfully completed.

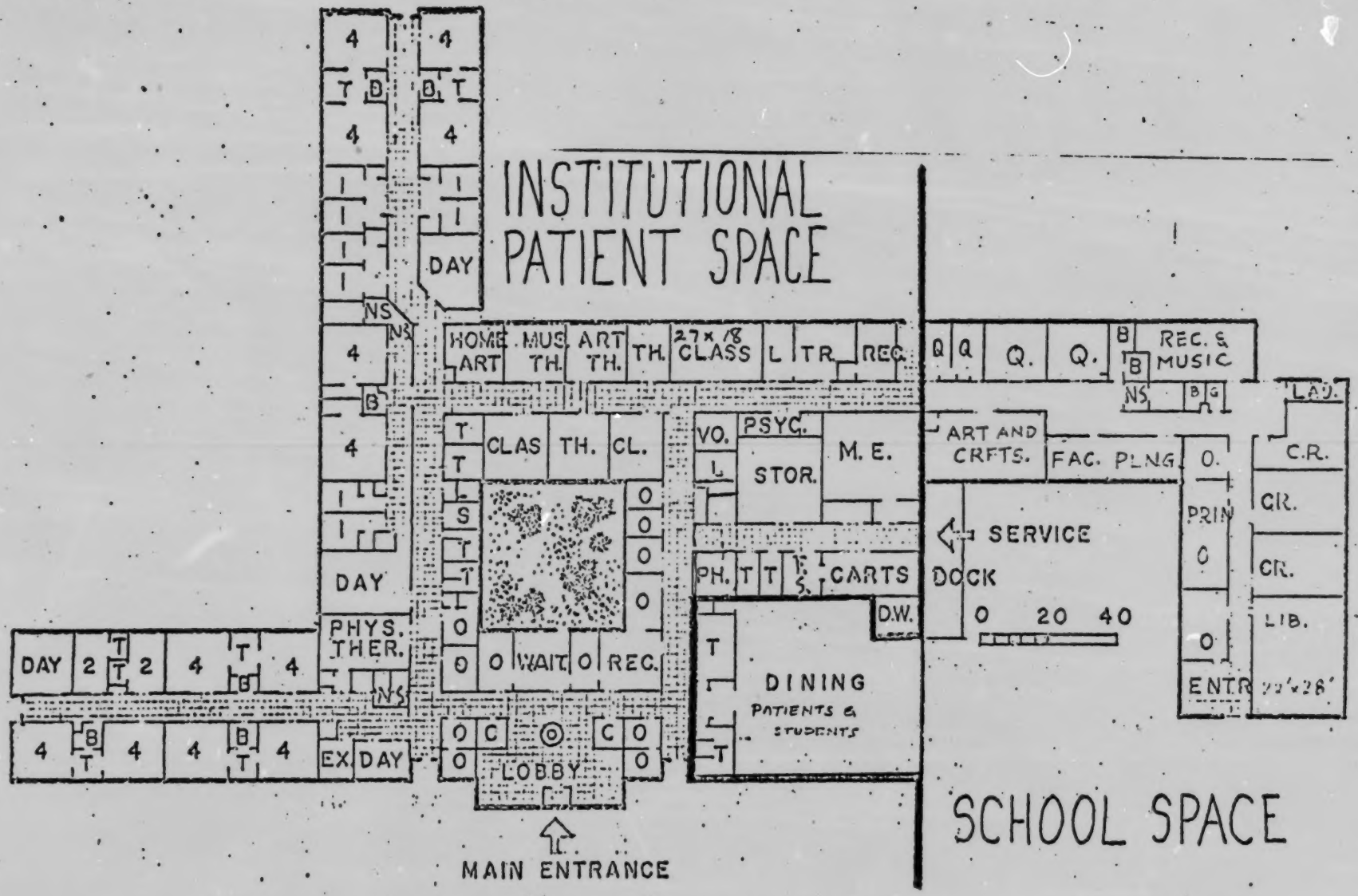


GLASGOW SCH. FLOOR PLAN

SCALE:- 1/16" = 1'-0"

Figure 1

Layout of Glasgow School Facility



SPIRO T. AGNEW MENTAL HEALTH CENTER

(DIAGNOSTIC & INTENSIVE TREATMENT CENTER)

CAMBRIDGE MARYLAND

Figure 2

Layout of Institutional Facility

A.4. To maintain specialized supportive services for emotionally handicapped students.

Many specialized services were needed to ensure the provision of appropriate programs for all emotionally handicapped students. One of the major concerns of the public school program was to maintain all the specialized supportive services previously provided the emotionally handicapped students in the institutional program. An analysis of the matrix of services (see Table 6) clearly indicates that the public school program not only maintained but also increased the number and frequency of the specialized services.

One of the most significant increases in services was the diagnostic/prescriptive review every six weeks. This service, combined with the increase in psychiatric and psychological services, greatly strengthened the individualized program for the emotionally handicapped students.

This objective was not only achieved but also exceeded the expectations. The improved continuity and the increased frequency of services were recognized factors that facilitated a smoother transition for the emotionally handicapped students into the regular school programs.

TABLE 6

THE COMPARISON OF SERVICES MATRIX

Services	Program	
	Institutional	Public School
Diagnostic/Prescriptive	unstructured	6 week reviews
Psychiatric	1 day per week	4 days per week
Psychological	2 days per week	4 days per week
Nurse	daily	daily
Speech therapy	none	1½ days per week
Physical therapy	none	2 times per week
Occupational therapy	none	monthly
Health services	as needed	as needed
Physical education	daily (unstructured activity)	daily (structured activity)
Music activities	2 times per month	2 times per week
Art activities	none	daily
Transportation	daily	daily
Field trips	2	14

TERMINAL OBJECTIVES

B.1. Upon completion of the program, fifty percent of the students will show at least ten percent improvement in attendance for the school year.

Student attendance in the public school and the institutional programs may be compared by referring to Figure 3. Although this objective was not accomplished, there were positive attendance results for nineteen of the twenty-three students in the program. Seven students had improved their attendance by at least ten percent and the total student attendance improved by eight and six-tenths percent. These results indicate the positive effect the public school program had upon student attendance.

B.2. Less than ten percent of the students will be truant during the school year.

As a result of total instructional and clinical staff involvement with students, parents, pupil personnel staff, and bus driver, truancy was non-existent in the public school program. To illustrate the method of monitoring student attendance, the following procedures are cited:

1. Each morning as attendance was reported to the teacher in charge, a telephone call was made to the homes of any students who were absent.
2. If the parent acknowledged that the child was not in school, the parent was asked to give the nature

Figure 3
Attendance Comparison

of absence; i.e., illness, family business, death in family, etc..

3. If the parent stated the child was not at home but left for school, the pupil personnel staff was alerted to determine the whereabouts of the student.
4. For any student who was illegally absent, a parent conference was arranged on the same day to explain to both the parents and the student the seriousness and consequences of truancy.

This objective was successfully accomplished as a result of the ongoing communication with families and through the cooperation of bus drivers. There were no incidences of truancy during the school year.

Although the bus drivers were very cooperative in completing door-to-door pick up of students and communicating with families, they requested additional in-service training to better understand the handicapping conditions of the students they were serving. This has been included as an integral part of the program for the next school year.

B.3. At least ten percent of the students will return to regular school programs on a full-time basis during the school year.

B.4. At least twenty-five percent of the students will return to regular school programs on a part-time basis during the school year.

During the course of the school year 1976-77, the ARD committee recommended the return of four students with supportive help to regular school programs. These students attended regular school programs with resource room assistance and with supportive services being provided by the clinical component of the school program; i.e., psychological, speech therapy, and home-school liaison. These students spent at least two periods per day in regular elementary school programs, with supportive help being provided by an aide from their home school (Glasgow). This arrangement afforded students an easier transition into regular programs since they were able to receive individual help from the aide, with whom they were familiar.

All students at Glasgow School participated in physical education activities with regular school students. To acccomplish this involvement, a teacher and an aide from Glasgow School accompanied the students and provided assistance to the physical education teacher to involve the handicapped students in appropriate activities. In addition, Glasgow students participated in the regular school assemblies, field trips, music, lunch, and playground activities.

As compared with the opportunities for students during the previous school year's institutional program, the oppor-

tunities of Glasgow School program far exceeded those of the institutional program. For example, the institutional program returned only one student to the public school program. Furthermore, there were no opportunities for institutional children to participate in regular school activities. Reasons for the institutional program's lack of student participation in regular school programs were:

1. Inadequate liaison between the personnel of both programs.
2. Remoteness of location from public school facilities, which created transportation and scheduling problems.
3. Limited opportunities for the involvement of clinical staff and public school personnel.

These constraints have been eliminated as a result of the implementation of the Glasgow School program for emotionally handicapped students. The evaluation results indicate satisfactory accomplishment of objectives B.3. and B.4.. During the year, seventeen percent of the student enrollment returned to a public school program on a full-time basis and one hundred percent of the students were involved in regular school programs on a part-time basis.

B.5. To establish a public school program of comparable or greater services at a total cost to the county of twenty-five percent less than the cost of maintaining the students in an institutional program.

The public school program was able to provide a comparable scope of services (see The Comparison of Services Matrix, Table 6, page 24) and in most cases a greater frequency of services than were previously available from the institutional program.

In order to explain how the public school was able to provide greater services, a brief over view of the previous institutional program is necessary. The institutional program was responsible for providing services to a nine-county region with approximately sixty-five students in attendance. The instructional, paraprofessional, and clinical staff was hired on the basis of serving this total student population. In computing per pupil costs (see Table 7) the institutional program included the services of all educational, clinical, and medical personnel; i.e., nurses, social workers, and pediatricians. The total cost of these services was then divided by the average daily attendance of students attending the institutional program. The cost projected for the continuous attendance of the Dorchester County public school students

TABLE 7

PER PUPIL COST COMPARISON

Budget Items	Projected		Actual
	Institutional	Public School	
Administration	$ 14,600	$ -0-	$ -0-
Professional staff	83,100	35,810	37,430
Paraprofessional staff	25,000	13,440	9,600
Clinical staff	37,700	-0-	-0-
Instructional supplies	6,000	5,000	4,500
Instructional equipment	2,500	2,250	2,000
In-service materials	500	500	500
Facility	10,000	-0-	-0-
Transportation	5,155	State funded	-0-
Total cost	$184,555	$57,000	$54,030
Per pupil cost	$ 3,076	$ 1,900	$ 1,801

was $3,076 per student. In essence, this was forcing boards of education to pay the cost of clinical and medical services which should have been the responsibility of the Maryland State Department of Health and Mental Hygiene.

When looking at the comparative costs for operating a county board of education program, it was not necessary to include the cost of medical and nursing services since the students were attending only for educational services. Therefore, the cost of providing appropriate educational programs in the public school setting was greatly reduced.

Through negotiations with the institution and administration, it was determined that they were desirous of maintaining their clinical personnel; i.e., psychologist, nurse, and psychiatrist but were unable to justify these positions with the anticipated reduction of twenty-three students. The recommendation was that they seek authorization to provide clinical services to the public school program on a part-time basis and to utilize their clinical staff in community mental health clinics on a part-time basis. The State Department of Health and Mental Hygiene agreed to convert the salaries of the three teachers and the three paraprofessionals into clinical staff positions for the institution. As a result, this provided greater service to both the public school and the institution programs.

B.6. To provide appropriate public school programs for all emotionally handicapped students, ages six through thirteen.

During the 1976-77 school year, ten students were referred to the ARD committee as potential candidates for the Glasgow School program. The responsibilities of the ARD committee were:

1. To evaluate all current education and medical data.
2. To administer any educational or medical assessments deemed necessary.
3. To develop an individual educational plan based upon the assessment findings.
4. To recommend appropriate placement based upon the identified handicap and individual student need.

Of the ten referrals, two students were determined to be intellectually limited rather than emotionally handicapped and were recommended for placement in self-contained classrooms within the regular school. One student was recommended for resource room assistance within a regular school with follow-up counseling at the mental health clinic. One student was approaching age fourteen and was recommended for placement in a cooperative pre-vocational program with The

State Division of Vocational Rehabilitation. Six students were determined to be learning disabled and were recommended for supportive help; e.g., speech therapy, resource room, counseling within the regular school program.

In addition to making placement recommendations on new referrals, the ARD committee also reviewed the progress of the students initially accepted into the program and made recommendations for program modification as were warranted. As stated previously, four students were able to return to full time attendance in regular school programs with supportive help. All other children were able to be involved in regular school activities on a part-time basis.

CHAPTER VI

CONCLUSIONS

After a year of operating an interagency program for emotionally handicapped children, several conclusions can be reached:

1. Those systems anticipating development of any type of educational program that involves interagency collaboration should allow themselves ample lead time to work through the bureaucratic machinery. To secure commitments of human and fiscal resources will require lengthy negotiations with the representatives of the agencies involved. Logistical problems of transportation, facility, utilization, scheduling (staff and student time), and food service will take a great deal of planning prior to actual program implementation.
2. The public school program was positively received by parents and students. Increased involvement on the part of parents through attendance at Parent Teacher Association (PTA) meetings, accompanying students on field trips, and cooperating with program staff are all indications of the parents' receiptiveness. The clinical staff visited the homes of each student and received

the cooperation of parents in adjusting medication schedules and in following up the recommendations of the clinical staff with their personal physician. Parents were also cooperative with pupil personnel staff, teachers, and bus drivers in combating the truancy problem that had previously existed in the institutional program.

Students exhibited a positive attitude towards the program as indicated by improved attendance, the absence of truancy, and the greater degree of involvement in public school activities. When information regarding parent and student involvement in the institutional program's activities was compared with their involvement during the public school program's activities, there was a definite increase in cooperation and in participation by both parents and students in the public school program. The public school setting, therefore, must be regarded as more conducive to educational programming.

3. Students were able to make a smoother transition and become more involved in regular school programs.

> This transition was made possible by the direct involvement of teachers and clinical staff of the Glasgow School with the administrators and teachers of the regular elementary schools. Joint in-service programs enabled regular teachers to gain a better understanding of the needs of the emotionally handicapped students. The joint participation of students from both schools in assemblies, lunch activities, and field trips resulted in a better understanding between both student populations. The ongoing opportunities for regular interaction between students and staff of both schools was perhaps the most significant factor in enabling the transitions to occur with minimal difficulty.

For these reasons and others previously stated in the Evaluation Section, the Dorchester County Board of Education has agreed to continue, and to expand the interagency concept to include physically handicapped and severely and profoundly handicapped students as well as the initial target population.

A potential outgrowth of this type of program could be agreements between neighboring school districts to share resources and students. For example, small school systems might have difficulty affording a physical therapist or an

audiologist for a limited number of students but could, in cooperation with a neighboring school district(s), consolidate their student population and together be able to afford the needed specialized services. The possibility seems to have merit; however, many variables would need to be explored before pursuing this alternative.

APPENDIXES

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APPENDIX A

BYLAW ADDITION

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Item 9 e.

Parents or guardians whose child is enrolled in a nonpublic educational institution at the time this Bylaw is adopted and for whom an appropriate public school educational program is available may elect to continue the enrollment of the child in the nonpublic educational institution for one year, if the child and the school otherwise qualify. Parents or guardians electing under these circumstances to continue the enrollment of the child in the nonpublic educational institution shall be financially responsible for the expenses referred to in (d) above and all other expenses beyond the basic state aid and local per pupil expenditure.

PROPOSED AMENDMENTS

SPECIAL EDUCATION BYLAW

TO REPEAL AND RE-ENACT

BYLAW 13.04.01.01

Programs for Handicapped Children

APPROVED BY THE MARYLAND STATE BOARD OF EDUCATION

October 30, 1974

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAWS

13.04.01 PROGRAMS FOR HANDICAPPED CHILDREN

13.04.01.01 Programs for Handicapped Children

A. Commitment

1. In accordance with Article 77, Section 106 D, State and local education agencies shall provide free educational programs and services for all handicapped children.
2. THE STATE SUPERINTENDENT OF SCHOOLS SHALL APPOINT A STATE ADVISORY COMMITTEE FOR SPECIAL EDUCATION TO REVIEW AND COMMENT ON SPECIAL EDUCATION STANDARDS, RULES, REGULATIONS, PROGRAMS AND SERVICES.
3. Handicapped children are those persons through the age of 20 who have been determined, through appropriate educational assessment, as having temporary or permanent difficulties arising from cognitive, emotional, physical, perceptual factors, or any combination thereof; and who require special educational programs and services as an educational intervention. Economic and cultural disadvantaged conditions are not, in themselves, handicapping conditions which justify special educational programming.
4. Special education is a highly individualized educational intervention designed to provide children, with handicapping conditions, an optimum learning environment in order to develop maximum potential.
5. Both direct and indirect services may be provided.

Direct services may take the form of either a supplement to a child's regular program or an alternate program. Indirect services may consist of such services as consultation with regular teachers and parents, special alterations in plant or facility, additions of special equipment, or provision of special learning materials.

B. State and Local Responsibilities

1. The State education agency, in collaboration with other State agencies, shall establish, implement and maintain State interagency coordination to ensure the development of interagency planning and implementation of programs for handicapped children.
2. Each local education agency, in collaboration with local and State agencies and other resources, shall establish, implement and maintain local interagency coordination to ensure the development of interagency planning and implementation of programs for handicapped children.
3. The local education agency shall submit annually to the State Superintendent of Schools a comprehensive five-year plan for the provision of special educational services. The plan shall be in accordance with forms prescribed by the Maryland State Department of Education.

a. IF A LOCAL BOARD OF EDUCATION DETERMINES FOR ANY SCHOOL YEAR THAT THE COUNTY SHARE OF MONIES, PLUS THE STATE SHARE, PLUS ANY ADDITIONAL AID, IS INSUFFICIENT TO CARRY OUT THE LOCAL PLAN APPROVED UNDER THE PROVISIONS OF SECTION 106D (b), THE LOCAL BOARD SHALL PREPARE A MODIFICATION OF THE LOCAL PLAN AND SUBMIT IT TO THE STATE SUPERINTENDENT OF SCHOOLS PRIOR TO APRIL 1 PRECEDING THE SCHOOL YEAR TO WHICH THE MODIFICATION APPLIES. THE METHOD OF REVIEW AND APPROVAL OF THE MODIFICATION SHALL BE THE SAME AS FOR THE ORIGINAL LOCAL PLAN, AS SET FORTH IN SECTION 106D (c), PROVIDED THAT THE STATE SUPERINTENDENT OF SCHOOLS SHALL NOT APPROVE ANY MODIFICATION WHICH, IN HIS JUDGMENT, DEPRIVES ANY CHILD OF SCHOOL AGE OF APPROPRIATE EDUCATIONAL SERVICES.

b. IF THE STATE SUPERINTENDENT OF SCHOOLS DETERMINES FOR ANY SCHOOL YEAR THAT THE COUNTY SHARE OF MONIES, PLUS THE STATE SHARE, PLUS ANY ADDITIONAL AID, IS INSUFFICIENT TO CARRY OUT A PLAN APPROVED UNDER THE PROVISIONS OF SECTION 106D (d), HE SHALL PREPARE A MODIFICATION OF SUCH PLAN AND SUBMIT IT FOR REVIEW AND APPROVAL BY THE STATE BOARD OF EDUCATION, PROVIDED THAT THE STATE BOARD OF EDUCATION SHALL NOT APPROVE ANY MODIFICATION WHICH, IN HIS JUDGMENT, DEPRIVES ANY CHILD OF SCHOOL AGE OF APPROPRIATE EDUCATIONAL SERVICES.

4. Exceptions to the requirements of this Bylaw shall be submitted to the State Superintendent of Schools for approval.
5. The local education agency shall provide the public with information regarding special education programs and services, consistent with the system's public information policy included in the five-year plan.
6. Each local education agency shall maintain a current inventory, PLUS ANY ADDITIONAL AID, of all children through the age of 20 who require special education programs and services. This inventory shall be reported to the Maryland State Department of Education on forms approved by the State Board of Education.
7. The local education agency shall establish procedures to ensure the maintenance and confidentiality of current and continuous records of children receiving special education programs and services.
8. The organizational pattern for delivery of services to implement educational management plans shall be that which is outlined in the Maryland State Department of Education's Administrative Manual for the Continuum Program. In the absence of a state approved Continuum Program, local education agencies shall provide an alternative variety of delivery systems to meet the needs identified in educational management plans.

a. Children shall be educated in regular classes, with the use of supplementary aids and services, unless the nature or severity of the handicap is such that their education cannot be satisfactorily accomplished.

   Such services may include but ARE not limited to: consultative services, diagnostic/prescriptive services, itinerant services, resource room services, cooperative work experience programs, pre-vocational programs, vocational skill training programs, vocational evaluation programs, vocational guidance and counseling services.

b. Children shall be educated in special programs only if the nature and severity of the handicap so indicates. Such programming may include, but not be limited to: parent/infant programs, preschool programs, resource rooms, itinerant programs, self-contained classes or other structured learning environments, cooperative work experience programs, pre-vocational programs, vocational skill training programs, vocational evaluation programs, vocational guidance and counseling services, home and hospital instruction, special education centers, nonpublic educational institutions for the handicapped, State-operated day and residential schools and State-supported schools.

c. LOCAL EDUCATION AGENCIES SHALL NOT ASSESS NOR ASSIGN CHILDREN TO SPECIAL EDUCATIONAL PROGRAMS AND SERVICES SOLELY ON THE BASIS OF NATIONAL ORIGIN, LINGUISTIC, OR CULTURAL DIFFERENCES.

d. Children shall be considered for enrollment in residential schools only when their handicapping condition is evaluated as severe or profound and its effect on the child's home and school environment requires total environmental support.

9. Local and State education agencies shall be able to enter into agreements with other agencies to provide special educational programs and services which are impractical in a single school system. Children receiving such programs or services shall remain the responsibility of the resident system.

10. Health services supporting special programming shall be provided in accordance with the guidelines developed jointly between the Maryland State Departments of Education and Health and Mental Hygiene as described in Article 77, Section 85.

C. Parental Rights

1. Parents or legal guardians of children with handicapping conditions shall have the right to review information pertaining to screening, educational assessment, the educational management plan, and exclusion or exemption

from school privileges in accordance with Article 77, Section 100A.

2. Each local board of education shall establish and implement a hearing procedure for any parent(s) or legal guardian(s) of children who are in or in need of special education programs when a request is made in writing, for good cause, to review (s) diagnosis, (2) evaluation of educational programs provided for the child by the local board of education, or (3) the exclusion of exemption from school privileges of the child by the local board of education. Procedures are to be in keeping with standards for such hearing procedures as established by the State Board of Education. After exhaustion of all locally available administrative remedies and procedures, the parent(s) or legal guardian(s) of children who are, in their view, in need of special education programs or the board of education responsible for providing special education for such child, with good cause, may request in writing to the State Board of Education, a review of the case. The State Board of Education shall implement the procedures within 60 days after receipt of the request for such hearing as indicated in Article 77, Section 100A of The Annotated Code of Maryland.

3. Parents or legal guardians have the right of PRIOR informed consent regarding their child's psychological evaluation, confidential information usage, special education programming AND PLACEMENT in accordance with procedures established by each local education agency.

D. Identification of Children

1. Screening

a. The local education agency shall cooperate with local health agencies under the Department of Health and Mental Hygiene to implement and maintain preschool screening procedures to identify potentially handicapped children in accordance with guidelines developed jointly by the Maryland State Department of Education and the Maryland State Department of Health and Mental Hygiene.

b. The local education agency shall screen all children on first entering primary grades for potential learning problems in accordance with guidelines developed by the Maryland State Department of Education.

c. The local education agency, jointly with the local health agency, shall administer to each child a minimum of two hearing and vision screening evaluations during the school enrollment years as indi-

cated in Article 77, Section 85 B, of The Annotated Code of Maryland, and in accordance with standards promulgated by the Maryland State Department of Education.

d. The local education agency shall provide for continuous screening of children for problems which impede learning. These procedures shall be developed in collaboration with local health agencies and approved by the Maryland State Department of Education and the Maryland State Department of Health and Mental Hygiene.

2. Educational Assessment

a. The local education agency shall provide an appropriate educational assessment for all children identified through established screening procedures as potentially in need of special education programs and services.

b. The educational assessment should include, but not be limited to, the following when appropriate:

(1) Attending skills and impulse control

(2) Visual and auditory discrimination and perception

(3) Receptive and expressive language

(4) Speech development

(5) Visual and auditory acuity

(6) Visual and auditory memory - both short and long term

(7) Input and output processes

(8) Fine and gross motor skills

(9) Social and emotional development including peer and teacher relationships

(10) Medical and health status

(11) Subject area achievement

(12) Career interest and vocational aptitudes

c. The results of an educational assessment shall be written and include:

(1) Academic achievement

(2) Developmental patterns

(3) Techniques of learning

(4) Behavioral patterns

E. Programming

1. Each local education agency shall have a plan to formulate, implement, and maintain an admission review and dismissal committee(s). Each committee shall be responsible for the following:

a. Evaluation of educational assessment reports

b. Recommendations for programming relative to:

(1) Admission to special education services

(2) Annual case review

(3) Program/service changes

(4) Continuation within a program

(5) Withdrawal of special education services

(6) Follow-up procedures

This committee shall consist of interdisciplinary personnel who are directly responsible for the special educational needs of the child and shall, when self-contained program placement is a consideration, include a certified public school psychologist. Committee recommendations for special educational programming shall be made to the local education agency superintendent of schools or his designee(s).

2. Prior to admission into special education program and services, a child shall have both a written educational assessment and a written educational management plan.
3. The period between initiation of educational assessment and admission to appropriate programs and services shall be no longer than six months.
4. The educational management plan shall have a direct and observable relationship to the assessment findings and to State and local curriculum goals. The objectives, activities, materials, and equipment for the curriculum goals shall be adopted to the needs, interests, and abilities of each child. This plan shall be periodically reviewed and modified when necessary.

F. Program Standards

Local education agencies shall provide special education programs and services in accordance with specific program

standards. Standards regarding maximum class size or caseload may vary only when indicated in the local education agency's special education five-year plan and approved by the State Superintendent of Schools. The pupil-teacher-aide ratio shall be based on the local education agency's total number of pupils in a specific service or program area at each academic level. Request for approval in variation of class size or caseload delineated herein shall include consideration of the age of the children, the nature and severity of the handicapping condition, the type and degree of services needed and staff utilization.

APPENDIX B

EXTRACT (Public Law 94-142)

State Bylaw 13.04.01.01 - Programs for Handicapped Children

Commitment

In accordance with Article 77, Section 106D the following commitment is made by the Maryland State Board of Education:

1. Free educational programs and services shall be provided by State and local education agencies for all handicapped children.

2. Handicapped children are defined as those persons through the age of 20 who have been determined, through appropriate educational assessment, as having temporary or permanent difficulties associated with cognitive, emotional, physical, perceptual factors, or any combination thereof; and who require special educational programs and services as an educational intervention.

3. Special education is defined as a highly individualized educational intervention designed to provide children with handicapping conditions an optimum learning environment.

4. Direct services such as a supplement to a child's regular program or an alternate program, and indirect services consisting of consultation with regular teachers and parents, or provision of special learning materials may be provided.

State and Local Responsibilities

The State education agency as well as local education agencies shall assume responsibility for the provision of special education programs and services, as indicated below:

1. The State education agency shall establish, implement, and maintain State interagency coordination to ensure the development of interagency planning and implementation or programs for handicapped children.

2. Each local education agency shall establish, implement, and maintain local interagency coordination to ensure the development of interagency planning and implementation of programs for handicapped children.

3. The local education agency shall submit annually to the State Superintendent of Schools a comprehensive five-year plan for the provision of special educational

services, with the plan being in conformity with forms prescribed by the State education agency.

4. Any exceptions to the requirements of this Bylaw shall be submitted to the State Superintendent of Schools for approval.

5. The local education agency shall provide the public with information regarding special education programs and services, consistent with their public information policy included in the five-year plan.

6. Each local education agency shall maintain a current inventory of all children who require special education programs and services, with this information to be reported to the State education agency on approved forms.

7. The local education agency shall establish the procedure to ensure the maintenance of confidentiality of current and continuous records of children receiving special education programs and services.

8. A variety of delivery systems shall be provided by the local education agency for handicapped children needing programs and services according to the Maryland State Department of Education's Administrative Manual for the Continuum Program, and as identified in the educational management plans below:

   a. Children shall be educated in regular classes, with the use of supplementary aids and services, unless the nature or severity of the handicap is such that their education cannot be satisfactorily accomplished.

   b. Children shall be educated in special programs only if the nature and severity of the handicap so indicates.

   c. Children shall be considered for enrollment in residential schools only when their handicapping condition is evaluated as severe or profound, and its effect on the child's home and school environment requires total environmental support.

9. Local and State education agencies shall be able to enter into agreements with other agencies to provide special educational programs and services, with the children receiving these to remain the responsibility of the resident system.

10. Health services supporting special programming shall be provided in accordance with the guidelines described in Article 77, Section 85.

Parental Rights

As stated in Article 77, Section 100A of the Maryland Code, parents or legal guardians are granted the following rights:

1. Parents or legal guardians of children with handicapping conditions shall have the right to review information pertaining to screening, educational assessment, the educational management plan, and exclusion or exemption from school privileges.

2. Each local board of education shall establish and implement a hearing procedure for any parent(s) or legal guardian(s) of children who are in or in need of special education programs when a request is made in writing, for good cause, to review (1) diagnosis, (2) evaluation of educational programs provided for the child, or (3) the exclusion or exemption from school privileges of the child. Procedures are to be in keeping with standards for such hearing procedures as established by the State Board of Education (See section, Hearing Procedures). After exhaustion of all locally available administrative remedies and procedures, the parent(s) or legal guardian(s) of children who are, in their view, in need of special education programs, with good cause, may request in writing to the State Board of Education, a review of the case. The State Board of Education shall implement the procedures within 60 days after receipt of the request for such hearing.

3. Parents or legal guardians have the right of informed consent regarding their child's psychological evaluation, confidential information usage and special education programming in accordance with procedures established by each local education agency.

Identification of Children

In accordance with State guidelines, the local education agency in cooperation with local health agencies shall assume responsibility for implementing screening procedures and providing educational assessment, as noted below:

1. Screening
   a. Preschool screening procedures to identify potentially handicapped children shall be implemented by the local education agency in cooperation with

local health agencies.

b. Upon first entry to school, all children shall be screened for potential learning problems by the local education agency.

c. During the school enrollment years, a minimum of two hearing and vision screening evaluations shall be administered to each child by the local education agency, jointly with the local health agency.

d. Continuous screening of children for problems which impede learning, shall be provided by the local education agency, using procedures developed in collaboration with local health agencies.

2. Education Assessment

a. An appropriate educational assessment shall be provided by the local education agency for all children identified as potentially in need of special education programs and services.

b. The education assessment should include, but not be limited to, the following when appropriate:
   (1. Attending skills and impulse control
   (2. Visual and auditory discrimination
   (3. Receptive and expressive language
   (4. Speech development
   (5. Visual and auditory acuity
   (6. Visual and auditory memory - both short and long term
   (7. Input and output processes
   (8. Fine and gross motor skills
   (9. Social and emotional development including peer and teacher relationships
   (10. Medical and health status
   (11. Subject area achievement
   (12. Career interest and vocational aptitudes

c. The written report of the educational assessment shall include:
   (1. Academic achievement
   (2. Developmental patterns
   (3. Techniques of learning
   (4. Behavioral patterns

Programming

Each local education agency shall assume responsibility for

the recommendations for special educational programming in accordance with the following State guidelines:

1. An interdisciplinary admission, review, and dismissal committee (Regional Screening Committee, School Screening Committee) shall be maintained, with responsibility for the following:

   a. Evaluation of educational assessment reports

   b. Recommendations for programming relative to:
      (1. Admission to special education services
      (2. Annual case review
      (3. Program/service changes
      (4. Continuation within a program
      (5. Withdrawal of special education services
      (6. Follow-up procedures

   Note: A certified public school psychologist must sit on the committee when a self-contained placement is made.

2. Prior to admission into special education programs, both a written educational assessment and a written educational management plan are required for each child.

3. The time period between initiation of educational assessment and admission to appropriate programs shall be no longer then six months.

4. The educational management plan shall have a direct relationship to the assessment findings and to State and local curriculum goals, with periodic reviews to be held and modifications made, as needed.

Program Standards

Special education programs shall be provided by local education agencies in accordance with specific program standards; and variation of maximum class size and caseload is possible only when indicated in the local education agency's special education five-year plan and approved by the State Superintendent of Schools.

MARYLAND STATE DEPARTMENT OF EDUCATION
PROGRAM STANDARDS - SPECIAL EDUCATION

Type of Program	Criteria: Program Eligibility	Note:		Class Size 1975-76	1980-81
1. Mild Intellectual Limitation	a. Verification that I.Q. falls between 2 and 3 standard deviations below the mean	I.Q. range of 56 - 70	Parent-Infant	10 families	10 families
			Preschool	7 children An aide may be provided.	5 children An Aide shall be provided.
	b. Verification that adaptive vehavior varies significantly from normal	Intellectual functioning between 1 and 2 standard deviations below the mean (I.Q. range of 71-85) may not be considered as intellectual limitation unless a child's adaptive behavior corresponds to that of children with mild intellectual limitations.	Primary	10 children An aide may be provided.	7 children An aide shall be provided for every 14 children.
	c. The variance of adaptive behavior, to which reference is made at each program level for intellectural limitation, pertains to the following: (1. Sensory-motor skills development (2. Communication skills (including speech and language) (3. Self-help skills (4. Socialization during childhood and early adolescense (5. Application of basic academic skills in daily life activities (6. Application of appropriate reasoning and judgment in mastery of the environment (7. Social skills during late adolescence and adult life (8. Vocational and social responsibilities and performance		Intermediate	12 children An aide may be provided.	10 children An aide shall be provided for every 20 children
			J.H.S.-Middle S.	15 children An aide may be provided.	12 children An aide shall be provided for every 24 children.
			Secondary	17 children An aide may be provided.	15 children An aide shall be provided for every 30 children.
			Resource Room	Shall not exceed 30 different children per teacher, average of 6 per period An aide may be provided.	Shall not exceed 30 different children per teacher, average of 6 per period An aide shall be provided.

Type of Program	Criteria: Program Eligibility	Note:		Class Size 1975-76	1980-81
2. Moderate Intellectual Limitation	a. Verification that I.Q. falls between 3 and 4 standard deviations below the mean b. Verification that adaptive behavior is not in accordance with standards of personal independence and social responsibility expected of their age and cultural group. c. The variance of adaptive behavior, to which reference is made at each program level for intellectual limitation, pertains to the following: (1. Sensory-motor skills development (2. Communication skills (including speech and language) (3. Self-help skills (4. Socialization during childhood and early adolescence (5. Application of basic academic skills in daily life activities (6. Application of appropriate reasoning and judgment in mastery of the environment (7. Social skills during late adolescence and adult life (8. Vocational and social responsibilities and performance	I.Q. range of 41-55	Parent-Infant	10 families	10 families
			Preschool	5 children An aide shall be provided.	5 children An aide shall be provided.
			Primary	8 children An aide shall be provided.	7 children An aide shall be provided.
			Intermediate	10 children An aide shall be provided	8 children An aide shall be provided.
			J.H.S.-Middle S.	12 children An aide shall be provided.	10 children An aide shall be provided.
			Secondary	14 children An aide shall be provided.	12 children An aide shall be provided.

Type of Program	Criteria Program Eligibility	Note:		Class Size 1975-76	1980-81
3. Severe Intellectual Limitation	a. Verification that I.Q. falls between 4 and 5 standard deviations below the mean	I.Q. range of 26 - 40	Parent-Infant	10 families	10 families
			Preschool	1 teacher and 1 aide for first 4 children, and additional aide for each 4, to maximum of 12.	1 teacher and 1 aide for first 4 children and additional aide for each 4, to maximum of 12.
	b. Verification that adaptive behavior is not in accordance with standards of personal independence and social responsibility expected of their age and cultural group		Primary	1 teacher and 1 aide for first 6 children, and additional aide for each 6, to maximum of 18.	1 teacher and 1 aide for first 6 children, and additional aide for each 6, to maximum of 18.
	c. The variance of adaptive behavior, to which reference is made at each program level for intellectual limitation, pertains to the following: (1. Sensory-motor skills development (2. Communication skills (including speech and language) (3. Self-help skills (4. Socialization during childhood and early adolescence (5. Application of basic academic skills in daily life activities (6. Application of appropriate reasoning and judgment in mastery of the environment (7. Social skills during late adolescence and adult life (8. Vocational and social responsibilities and performance		Intermediate	1 teacher and 1 aide for first 6 children, and additional aide for each 6, to maximum of 18.	1 teacher and 1 aide for first 6 children, and additional aide for each 6, to maximum of 18.
			J.H.S.-Middle S.	1 teacher and 1 aide for first 6 children, and additional aide for each 6, to maximum of 18.	1 teacher and 1 aide for first 6 children, and additional aide for each 6, to maximum of 18.
			Secondary	1 teacher and 1 aide for first 6 children, and additional aide for each 6, to maximum of 18.	1 teacher and 1 aide for first 6 children, and additional aide for each 6, to maximum of 18.

Type of Program	Criteria: Program Eligibility	Note:		Class Size 1975-76	1980-81
4. Profound Intellectual Limitation	a. Verification that I.Q. falls more than 5 standard deviations below the mean	I.Q. range of 0 - 25	Parent-Infant	10 families	10 families
			Preschool	1 teacher and 1 aide for first 3 children, and additional aide for each 3, to maximum of 9.	1 teacher and 1 aide for first 3 children, and additional aide for each 3, to maximum of 9.
	b. Verification that adaptive behavior is not in accordance with standards of personal independence and social responsibility expected of their age and cultural group		Primary	1 teacher and 1 aide for first 5 children, and additional aide for each 5, to maximum of 15.	1 teacher and 1 aide for first 5 children, and additional aide for each 5, to maximum of 15.
	c. The variance of adaptive behavior, to which reference is made at each program level for intellectual limitation, pertains to the following: (1. Sensory-motor skills development (2. Communication skills (including speech and language) (3. Self-help skills (4. Socialization during childhood and early adolescence (5. Application of basic academic skills in daily life activities (6. Application of appropriate reasoning and judgment in mastery of the environment (7. Social skills during late adolescence and adult life (8. Vocational and social responsibilities and performance		Intermediate	1 teacher and 1 aide for first 5 children, and additional aide for each 5, to maximum of 15.	1 teacher and 1 aide for first 5 children, and additional aide for each 5, to maximum of 15.
			J.H.S.-Middle S.	1 teacher and 1 aide for first 5 children, and additional aide for each 5, to maximum of 15.	1 teacher and 1 aide for first 5 children, and additional aide for each 5, to maximum of 15.
			Secondary	1 teacher and 1 aide for first 5 children, and additional aide for each 5, to maximum of 15.	1 teacher and 1 aide for first 5 children, and additional aide for each 5, to maximum of 15.

Type of Program	Criteria: Program Eligibility	Note:		Class Size 1975-76	1980-81
5. Learning Disabilities	a. Verification of normal intelligence (1. Score of 90 or above on group intelligence test (2. Intelligence level of less than 1 standard deviation below the mean on an individualized test, i.e. Binet or Weschsler Intelligence Scale for Children b. Verification that sensory acuity is not the primary deficit c. Verification of deficits in an area or areas of association, conceptualization, attention, psycho-motor development, perceptive, receptive, integrative or expressive processes using formal and informal measure	Children functioning between 1 and 2 standard deviations below the mean I.Q., as measured on standardized intelligence tests, shall be considered as learning disabled under the following conditions: 1. Verification of program eligibility as applicable to learning disabled children, with the exception of the criterion of normal intelligence 2. Verification by a team of persons with competencies in the area of learning disabilities (Continuum team, School Screening Committee - resource placement only, Regional Screening Committee, or school-based Medical Diagnostic team)	Preschool Primary Intermediate J.H.S.-Middle S. Secondary Resource Room	7 children An aide may be provided. 10 children An aide may be provided. 12 children An aide may be provided. 14 children An aide may be provided. 17 children An aide may be provided. Shall not exceed 30 different children per teacher, average of 6 per period. An aide may be provided.	5 children An aide shall be provided. 7 children An aide shall be provided for every 14 childre 10 children An aide shall be provided for eve 20 children. 12 children An aide shall be provided for eve 24 children. 15 children An aide shall be provided for every 30 childre Shall not exceed 30 different children per teacher, average of 6 per period An aide shall be provided.

Type of Program	Criteria: Program Eligibility	Note:		Class Size 1975-76	1980-81
6. Visual Impairment	Verification by a certified eye specialist of: (1. Corrected visual acuity of 20/70 or less in the better eye (2. Monocular vision with corrected visual acuity of 20/50 or less in the better eye (3. A visual field of 20 degrees or less		Parent-Infant	10 families	10 families
			Preschool	7 children An aide shall be provided.	5 children An aide shall be provided.
			Primary	10 children An aide shall be provided for every 20 children.	7 children An aide shall be provided for every 14 children.
			Intermediate	12 children An aide shall be provided for every 24 children.	10 children An aide shall be provided for every 20 children.
			J.H.S.-Middle S.	14 children An aide shall be provided for every 28 children.	12 children An aide shall be provided for every 24 children.
			Secondary	15 children An aide shall be provided for every 30 children.	13 children An aide shall be provided for every 26 children.
			Resource Room	Shall not exceed 30 different children per teacher, average of 6 per period. An aide shall be provided.	Shall not exceed 30 different children per teacher, average of 6 per period. An aide shall be provided.
			Itinerant	Shall not exceed 15 children, of whom no more than 3 may be educationally blind, per teacher.	Shall not exceed 15 children, of whom no more than 3 may be educationally blind, per teacher.

Type of Program	Criteria: Program Eligibility	Note:		Class Size 1975-76	1980-81
7. Hearing, Language, and Speech Impairment, Including the Deaf	Verification of an appropriate certified specialist(s) including but not limited to, speech clinicians, teachers of the language impaired and audiologists, of interference in the communication process(es) educational programs and services		Parent-Infant	10 families	10 families
			Preschool	7 children An aide shall be provided.	5 children An aide shall be provided.
			Primary	10 children An aide shall be provided for every 20 children.	7 children An aide shall be provided for every 14 childre
			Intermediate	12 children An aide shall be provided for every 24 children.	10 children An aide shall be provided for every 20 childre
			J.H.S.-Middle S.	15 children An aide shall be provided for every 30 children.	12 children An aide shall be provided for every 24 childre
			Secondary	17 children An aide shall be provided for every 34 children.	15 children An aide shall be provided for every 30 children.
			Resource Room	Shall not exceed 30 different children per teacher, average of 6 per period. An aide shall be provided.	Shall not exceed 30 different children per teacher, average of 6 per period. An aide shall be provided.
			Itinerant (Speech Impaired)	Shall not exceed 80 children per teacher.	Shall not exceed 60 children per teacher.
			(Hearing Impaired)	Shall not exceed 20 children per	Shall not exceed 20 children per

Type of Program	Criteria: Program Eligibility	Note:		Class Size 1975-76	1980-81
8. Physical Disabilities	a. Verification of confirmation and diagnosis of the physical disability by a qualified licensed physician appropriate to the specific physical disability b. Verification through educational assessment that the diagnosed physical disability interferes with normal learning processes		Parent-Infant	10 families	10 families
			Preschool	7 children An aide shall be provided.	5 children An aide shall be provided.
			Primary	7 children An aide shall be provided for every 14 children.	7 children An aide shall be provided for every 14 children.
			Intermediate	10 children An aide shall be provided for every 20 children	10 children An aide shall be provided for every 20 children
			J.H.S.-Middle S.	12 children An aide shall be provided for every 24 children.	12 children An aide shall be provided for every 24 children
			Secondary	15 children An aide shall be provided for every 30 children.	15 children An aide shall be provided for every 30 children.
			Resource Room	Shall not exceed 30 different children per teacher, average of 6 per period. An aide shall be provided.	Shall not exceed 30 different children per teacher, average of 6 per period. An aide shall be provided.

Type of Program	Criteria: Program Eligibility	Note:		Class Size 1975-76	1980-81
9. Emotional Impairment	Indication of direct interference to learning in terms of marginal adjustment or vulnerability: (1. Marginal adjustment is defined as a level of functioning at which present skills, behavior, and psychological attitude have weakness which directly interfere with learning. (2. Vulnerability is defined as a level of functioning at which present skills, life events, behavior, and psychological attitude are so limiting that the child seems to be programmed for inevitable learning failure.	Program eligibility shall be determined by a certified special education teacher and a school psychologist.	Marginal		
			Resource Room	Shall not exceed 30 different children per teacher, average of 6 per period. An aide shall be provided.	Shall not exceed 30 different children per teacher, average of 6 per period. An aide shall be provided.
			Vulnerable		
			Parent-Infant	10 families	10 families
			Preschool	5 children An aide shall be provided.	4 children An aide shall be provided.
			Primary	7 children An aide shall be provided for every 14 children.	5 children An aide shall be provided for every 10 children.
			Intermediate	10 children An aide shall be provided for every 20 children.	8 children An aide shall be provided for every 16 children.
			J.H.S. - Middle S.	12 children An aide shall be provided for every 24 children.	10 children An aide shall be provided for every 20 children.
			Secondary	15 children An aide shall be provided for every 30 children.	12 children An aide shall be provided for every 24 children.
			Resource Room	Shall not exceed 30 different children per teacher, average of 6 per period. An aide shall be provided.	Shall not exceed 30 different children per teacher, average of 6 per period. An aide shall be provided.

Type of Program	Criteria: Program Eligibility	Note:		Class Size 1975-76	1980-81
10. Multiple Impairments	A. Verifications designated within program eligibility criteria for each of the child's impairment or disability areas b. Verification by persons involved in assessment procedures that the two or more identified impairments or disabilities require a combination of specialized programs and services		Parent-Infant	10 families	10 families
			Preschool	5 children An aide shall be provided.	4 children An aide shall be provided.
			Primary	7 children An aide shall be provided for every 14 children.	6 children An aide shall be provided for for every 12 children.
			Intermediate	10 children An aide shall be provided for every 24 children.	8 children An aide shall be provided for every 16 children.
			J.H.S.-Middle S.	12 children An aide shall be provided for every 24 children.	10 children An aide shall be provided for every 20 children
			Secondary	15 children An aide shall be provided for every 30 children.	12 children An aide shall be provided for every 24 children
			Resource Room	Shall not exceed 15 different children per teacher, average of 3 per period. An aide shall be provided.	Shall not exceed 15 different children per teacher, average of 3 per period. An aide shall be provided.

Program Standards (C'td.)

11. Home and Hospital Instruction

This is a short term intinerant service provided for the implementation of appropriate school based educational programs for children with physical disabilities, children with severe emotional impairments requiring transitional programming, and in accordance with Bylaw 13.07.02.02 B, shall be one of the options available to pregnant students.

Program eligibility is determined by:

a. Verification of the physical disability or emotional impairment:

(1. Verification of the physical condition by a licensed physician or the emotional impairment by a certified school psychologist and a licensed psychiatrist.
(2. Verification of the treatment program
(3. Treatment prognosis

b. Verification of availability of ancillary or supportive services determined through educational assessment as needed for comprehensive educational programming

c. Verification of approval by the child's home school principal and the local education agency superintendent of schools.

Note: Home and hospital instructional service to emotionally handicapped children is available on an emergency basis and shall not exceed 60 calendar days.

12. Nonpublic Educational Institutions for the Handicapped

Such institutions for the handicapped shall be approved in accordance with the provision of State Bylaw 13.01.09.2 F Program eligibility is determined by:

a. Verification by the local education agency that the child is exhibiting handicapping characteristics which are so complex and unique that no educational programs offered or can be offered which can meet his special educational needs

b. Approval of placement by the local superintendent of schools and the State Superintendent of Schools.

13. Education Programs Offered by State Institutions

Educational programs offered by State institutions shall be approved in accordance with the provisions of Section 28 of Article 77 of the Annotated Code of Maryland, and Guidelines for the Approval of Educational Programs Offered by State Institutions, Maryland State Board of Education.

APPENDIX C

MARYLAND ASSOCATION FOR RETARDED CHILDREN, et al.	:	IN THE CIRCUIT COURT
Plaintiffs	:	FOR BALTIMORE COUNTY
VS		
STATE OF MARYLAND, et al.	:	EQUITY NO. 100/182/77676
Defendants		

: : : : : : :

AMENDED DECREE

This Court heretofore passed a Decree on the 9th day of April, 1974. That Decree is hereby rescinded, the same not being enrolled, and the following is published as the final Decree herein.

This Court has taken extensive testimony, heard arguments by counsel, made findings of fact attached hereto, and has filed an EXPLANATORY MEMORANDUM of DECISION attached hereto. Now, this 3rd day of May, 1974, the Court hereby ORDERS AND DECREES:

1. The Court declares that it is the established policy of the State of Maryland to provide a free education to all persons between the ages of five and twenty years, and this includes children with handicaps, and particularly mentally retarded children, regardless of how severely and profoundly retarded they may be. This policy is established by Sec. 73 and Sec. 99 and Sec. 106D of Article 77 of the Annotated Code of Maryland, and by Article 59A.

2. Sec. 73 and Sec. 99 of Article 77 obligates local

boards of education to provide or arrange for appropriate educational facilities and services for each mentally retarded child between the ages of five and twenty years who reside in the political sub-division of the local board.

3. Under the provisions of Article 77 referred to above the local board of education must initially determine that the educational program provided or arranged for a child is, in fact, an educational program, and that it is in fact an appropriate program for the child. When the child is placed in an educational program in a state institution it becomes the responsibility of the State to insure that the child is provided an appropriate educational program during the time the child is institutionalized. The right of the State to require the local sub-division to share the cost of such educational program is not being adjudicated herein.

4. The following <u>may</u> constitute "appropriate provision" for a child's education for purposes of Section 92 (a) of Article 77 and "appropriate educational facilities and services" for purposes of Section 99 of Article 77, but <u>only</u> if the placement meets requirements stated herein; placement in a nonpublic day facility, a public or private residential facility, and home and hospital instruction.

5. The obligations referred to above cannot be discharged by referral of a child to another governmental authority or to a non-public school or facility if no opening in programs provided by such other agency or school or facility are available

for the child, and as a consequence the child cannot be enrolled but instead must wait on a waiting list for an opening.

6. Provisions for a child's education in a facility not accredited by the Maryland State Department of Education may be appropriate if local educational authorities examine the program at the facility in sufficient detail to be able to determine that the program is in fact educational and appropriate for the child referred to the program. However, if the facility to which the child is referred is in fact educational the facility is subject to the accreditation requirements of Secs. 12 and 28 of Article 77. Therefore the Court ORDERS that appropriate standards must be promulgated by the State Department of Education, acting alone or in conjunction with the Mental Retardation Administration, for the accreditation of all educational facilities, including day-care centers and residential treatment facilities, except those church related facilities specifically exempted by Sec. 12 of Article 77. All educational programs conducted by, or subject to licensing by, the Mental Retardation Administration shall be subject to the aforesaid standards. The standards must be promulgated by September 1, 1974 and compliance with the standards must be effected by September 1, 1975.

7. Home and hospital instruction is not an appropriate long-term educational arrangement for any child. As indicated by the bylaws of the State Board of Education, home and

hospital instruction in an appropriate arrangement for the education of children who are unable, due to physical conditions, to attend school regularly, in cases in which a medical specialist certifies that the child should not attend school because of his physical condition. Mental retardation, however profound, is not a "physical" condition justifying referral to home and hospital instruction in lieu of instruction in school.

8. Mental retardation, per se, should not be the sole reason for concluding that home and hospital instruction, or residential placement, or placement in a non-residential facility, is "appropriate" for the education of a child. The conclusion that such arrangements are appropriate must be based upon all relevant considerations.

9. Under Article VIII of the Maryland Constitution, and under the provisions of Sections 40, 73, 92 (a) and 99 of Article 77, each child in Maryland is entitled to education at no expense to the child or his parents or guardians. When the public schools provide or arrange for the education of a child outside the public schools, the program must be made available free of charge to the child and his parents or guardians. The practice of sending children to non-public schools without full funding when the public schools are unable to provide the child with a program is unlawful. When public schools

provide or arrange for the education of a child in a state institution or elsewhere outside the public school system the educational program must be made available without charge to the child and his parents or guardians. The state has an obligation under Article 59A and Article 23 of the Declaration of Rights to fund institutional educational programs that insure appropriate education, so that there is no discrimination against children in the institutions.

10. Since all appropriate educational facilities, including such non-public educational facilities as day care centers, will be approved by the State Department of Education pursuant to Paragraph 6 of this decree it will be the obligation of the local boards of education to provide daily transportation for handicapped children to and from the appropriate facility that the boards of education have provided and arranged for, such transportation being required by Sec. 99 of Article 77. This statute only contemplates daily transportation. However, if week-end transportation is furnished by a local board to children at the Maryland School for the Blind or Maryland School for the Deaf there can be no discrimination and comparable transportation must be furnished to those children at the Rosewood State Hospital, Great Oaks and any other facility of the Mental Retardation Administration.

11. The Mental Retardation Administration is ordered to investigate and report to this Court on the extent of and

appropriateness of any educational program available to children at the Mason Lord Building of Baltimore City Hospitals.

12. There is no evidence that would justify or require the grant of any injunctive relief against the local school boards of Baltimore City, Baltimore County, Montgomery County or Prince George's County.

13. Jurisdiction of this Court is specifically retained for the purpose of enforcement of the provisions of this decree.

(signed)

John E. Raine, Jr.
JUDGE

OFFICE OF
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OF DORCHESTER COUNTY
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JOSEPH L. SHILLING
Treasurer and County Superintendent
JOHN T. COMER
Assistant Superintendent

APPENDIX D

PERSONNEL QUALIFICATIONS

Position Opening-

The Dorchester County Board of Education has vacancies for three teachers of Emotionally Handicapped Children.

Effective Date: August 15, 1976

Qualifications:

Special Education (Handicapped)

A professional certificate in special education shall be issued to an applicant who instructs children who possess such types of handicaps as an orthopedic handicap with associated learning problems, mental retardation, visual limitation, emotional handicap, and other learning disorders, and who qualifies in one of the following ways:

a. graduation with a major in special education from an institution with a recognized department of special education. In addition to the baccalaureate or master's degree, or as a part thereof, the applicant shall have earned 30 semester hours of credit in specialized subject matter applicable to the teaching of handicapped children.

OR

b. eligibility for certification in early childhood, elementary, or secondary education with not less than 18 hours of credit in special education, including a course in education of handicapped children as well as a course in nature and needs, and three courses to be concerned with the handicap for which the teacher is preparing:

c. special provisions to be applied temporarily for applicants who do not meet a. or b.:

(1) a newly appointed special education teacher who has qualified in another area and who has six semester hours of credit in special education before the school year begins may be issued a standard professional

certificate in the area in which qualified, with the stipulation that the remaining 12 semester hours in special education shall be completed for the renewal of the certificate;

(2) a teacher who qualifies in another area and is issued a provisional degree certificate for a teaching assignment in special education may, upon the presentation of six semester hours in special education, be granted a standard professional certificate in the area in which he qualifies, with the stipulation that the remaining 12 semester hours in special education shall be completed for the renewal of the certificate;

(3) a teacher holding a professional certificate in another area and who was employed in the field of special education in Maryland prior to July 1, 1965, may substitute successful teaching experience in this area for college credit in special education. A maximum of six semester hours may be allowed for such experience at the rate of one year of experience for one semester hour of credit.

Closing Date For Applications: August 1, 1976

Dorchester County is an equal opportunity employer.

APPENDIX E

Interview and Selection Process:

Step 1: Director of Personnel review applicants' credentials and confirm references.

Step 2: Director of Personnel schedule interview dates and times with eligible applicants.

Step 3: The Director of Personnel, the Supervisor of Special Education, and the Coordinator of Federal Programs interview applicants as a screening team.

Step 4: The screening team confer to discuss findings of the interviewing process and select finalists for the vacant positions.

Step 5: Successful finalists were notified, and informed that contracts to be signed prior to August 15, 1976.

Step 6: Unsuccessful applicants to be notified of the screening team decisions.

APPENDIX F

August 1976

AUGUST IN-SERVICE SCHEDULE

DAY 1 - Orientation to Special Education Bylaw and Federal Regulations

DAY 2 - Developing Individual Education Programs

1. Long Range Goals
2. Short Term Objectives

DAY 3 - Educational Assessment

1. Formal Testing
2. Clinical Implications

DAY 4 & 5 - Curriculum

APPENDIX G

AGREEMENT OF UNDERSTANDING

Between the Department of Health and Mental Hygiene, the Mental Hygiene Administration, the State Department of Education, the Eastern Shore Hospital Center and the Dorchester County Public Schools.

An understanding has been reached, this 30th day of August 1976 between the Department of Health and Mental Hygiene, the Mental Hygiene Administration, the State Department of Education, the Eastern Shore Hospital Center and the Dorchester County Public Schools, that there exists a need to provide a cooperative psycho-educational program for emotionally impaired children within the public school system of Dorchester County.

It is agreed by all parties that the development of the psycho-educational program will be accomplished through joint consultation. The cooperative agreements between the parties for the purpose of implementing this Agreement of Understanding will be in accordance with legal requirements as to the responsibilities of each.

All the educational programs will be provided by the appropriate local education agency and controlled by the Glasgow School Advisory Board. The psychotherapeutic component

of this program will be under the clinical supervision of the Superintendent of Eastern Shore Hospital Center. The educational component will be provided in accordance with Article 77, Section 219 enacted as part of House Bill 973 (Chapter 539 of the 1976 Laws of Maryland). The transportation of children will be provided consistent with Maryland State Department of Education regulations.

The local education agency will provide office space for the clinical staff. The educational program will serve all the school-age residents of Eastern Shore Hospital Center. Priority will be given to this population for placement consistent with ARD Committee recommendations.

The Eastern Shore Hospital Center will provide the following clinical personnel and services:

1. (1) Psychiatrist - equivalent of one day per week;
2. (1) Psychiatric Nurse - full-time equivalent, when the position is established;
3. (1) Psychologist (Doctoral and Master Level) - full-time equivalent, when the position is established;
4. (1) Social Worker/Counselor - full-time equivalent, if and when the position is established;
5. (1) Neurologist - on occasional consultation basis; and,
6. Other services when the need is identified.

Note: The above categorical positions may be modified by the Glasgow School Advisory Board.

In addition, supportive clinical services will be available through the local Mental Health Clinics.

The clinical staff will receive administrative direction from the Glasgow School Advisory Board. Clinical supervision will be provided by the Superintendent of Eastern Shore Hospital Center. Any unresolved conflicts at the operational level in the area of direction or supervision will be settled directly through the Superintendent of Schools and the Superintendent of Eastern Shore Hospital Center.

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JOSEPH L. SHILLING
Treasurer and County Superintendent
JOHN T. COMER
Assistant Superintendent

APPENDIX H.1.

PARENTAL APPROVAL

_____
Date

Dear Sir:

Special Education Services are being considered for _____. In order to provide the type of services needed, medical information is necessary. A "Parental Permission Form" is enclosed for your cooperation in sending any pertinent medical information will be most helpful.

I hope that we may work together in the best interest of the student.

Sincerely,

William H. Potter
Supervisor of Special Education

WHP/cd

Enclosure

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Assistant Superintendent

APPENDIX H.2.

PARENTAL PERMISSION FORM

Date _____

I hereby grant permission to hospitals and physicians to release to the above address any medical information requested by them.

I also grant permission to the Dorchester County Public Schools to administer and to report on any testing and information that may be helpful to my child. I understand that strictest confidentiality will be maintained in the procuring and distribution of information concerning my child.

I further understand that I have the right to have any placement decision reviewed by an impartial third party. That I may request such a review at any time by merely contacting the above--and that all copies of records will be made available to me upon request to the above party. I also understand that I will be able to receive a copy of the Maryland State Department of Education regulations upon request to the Supervisor of Special Education of Dorchester County.

_____
Signature of Parent or Guardian

Name of Student_____

School_____Date_____

Date of Birth_____

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JOSEPH L. SHILLING
Treasurer and County Superintendent
JOHN T. COMER
Assistant Superintendent

APPENDIX H.3.

PARENTAL PERMISSION FORM

I hereby give consent to the Dorchester County Board of Education to receive and/or release any information concerning

_____.

_____
Parent or Guardian

_____
Witness

APPENDIX I

GENERAL INFORMATION - TEACHERS

1. The teacher's day starts at 8:20 A. M. and ends at 3:45 P. M. (See sheet "Time Schedule for Teachers and Pupils".)

2. In the morning, please check your mailbox and bulletin board for special notices.

3. Teachers should be in their classrooms by A.M.

4. Busses will arrive in the morning at A. M. and leave in the afternoon at P. M.

5. At no time are pupils to be left unsupervised on the playground. A pupil being hurt without supervision could mean a liable suit. If you have duty please be prompt according to the schedule.

6. Never leave your class unsupervised. If it is necessary to leave your class for any length of time, please notify the office.....so someone can be assigned to the group.

7. Pupils are not required to buy workbooks, magazines, etc. or pay dues of any type without permission from the office.

8. Teachers requesting work done by the office secretary should get the material to her two or three days in advance. The secretary has many administrative duties to perform and is unable to get work done on a short notice. Try to plan your work so your typing can be done during the 2½ days when the part time secretary is in.

9. Work out early with your classroom members.....
   a. general school rules
   b. ways of increasing positive behavior
   c. care of books, school property, etc.

10. Any teacher wishing furniture moved or other services from the custodial staff should please leave a note with Mr. Cantwell.

11. Teachers are expected to attend all school functions.

12. All printed programs to be used in assemblies, night performances, etc. must be cleared through the office. Any notices or letters being sent to parents should also be approved.

13. Students are not to leave the school grounds without permission from the office. If teachers plan their work properly it will not be necessary to send pupils on errands.

14. Teachers are not to excuse pupils to make telephone calls unless it is urgent. If it is urgent the teacher or aide should accompany the child to the office and make the phone call.

15. Send pupils needing First-Aid to the nurse. This office will call the doctor or parent immediately if the case is serious. The nurse in charge of such cases should make a detailed report and submit it to the school office before leaving school.

16. Monthly attendance reports will be done by the office.

17. Report cards, planning, etc. are not to be worked on during class time.

18. Teachers should have all schedules posted in their classroom at all times. One copy should be sent to the office.

19. Classrooms should portray what is being taught. Your bulletin boards should reflect units of study in progress.

20. Check your areas before dismissing your class. (Books, materials, furniture neatly arranged and stacked.... floor clear.) You are responsible for the classroom in which you teach.

21. Use of the auditorium is scheduled through the office.

22. Teachers or aides may not at any time drink coffee, coke, or other beverages in the classroom areas.

TEACHERS' ABSENCES

1. If you find it necessary to be absent from school, call Mr. Baum between 7 - 7:30 A.M. of that day or sooner.

2. Leave or send complete plans for the substitute's use.

3. When you are out, please advise the school on a day-by-day basis as to when you will return.

4. No substitute should be used in the classrooms without approval from the office. The Board of Education has an "approved substitute" list to be used by all schools.

TIME SCHEDULE FOR TEACHERS AND PUPILS

STARTING TIME (Lunch count, attendance, etc.)	8:50 A. M.
ALL CLASSES BEGIN	9:00 A. M.
LUNCH	12:00 to 12:50 P. M.
REST PERIOD	12:50 to 1:00 P. M.
AFTERNOON CLASSES BEGIN	1:00 P. M.
DISMISSAL	3:15 P. M.

****

TEACHERS ARE TO ARRIVE BY 8:20 A. M. UNLESS THEY ARE ON DUTY. DUTY TEACHERS ARRIVE AT 8 A. M.

TEACHERS MAY LEAVE AT 3:45 P. M. DUTY PERSONNEL MAY LEAVE AS SOON AS THE LAST BUS IS GONE.

CUMULATIVE RECORD CARDS

1. Cumulative record cards should be kept up-to-date. All cards are to be kept in the teacher's desk in the planning area. Make an effort to keep these files in good order.

2. In keeping cumulative reports up-to-date the following schedule is suggested:

   COMPLETED BY NOV. 1ST....items on name and birthdate, data on parents, status of home, course section or scholastic record.

   COMPLETED BY MARCH 1ST....items on activities, clubs, the use of leisure time, vocational interest.

   COMPLETE BY END OF SCHOOL..attendance cards and final grades.

3. When a pupil withdraws in Grades K-5 the teacher is to send the completed records to the office for mailing. Do not wait for the secretary to request the records from you.

4. The number and district for Glasgow School is

5. Report cards should be in the Vice Principal's office two (2) days before being sent home.

6. Comments on all cards should be stated in professional terms. Legally, a parent may read any and all reports in the cumulative records of his child.

OPENING EXERCISE

1. Morning exercises should consist of the following: Flag salute, attendance check, announcements, lunch collections and other collections when necessary.

2. Be sure to check and record attendance accurately.

3. Pupils in all grades are required to bring a note from home explaining an absence. This note is to be brought to the classroom teacher, not to the office.

GENERAL ORGANIZATION AND OBJECTIVES

In implementing a program of multi-age instruction, there are certain basics which can be considered as guidelines.

These include:

1. Retain those aspects of all existing programs which are productive, i.e., a sequential skill development program. Be informed of the skills that are necessary and appropriate for your age group.

2. Gain the greatest utilization of the available. If you need something and don't see it, ask for it.

3. Provide the widest possible variety of materials to all pupils.

4. Utilize the strengths of each teacher to the benefit of all pupils.

5. Develop as much personal pupil-teacher interaction as possible.

6. Provide a flexible but planned program for each pupil.

7. Provide much closer and more continuous evaluation of each pupil.

8. Help each pupil to further develop not only his weakest skills but also his areas of strengths.

ASSEMBLIES

1. All teachers are expected to attend assemblies unless other arrangements have been made with the principal or vice principal.

2. A seating arrangement will be planned and pupils will be called by classes over the inter-com system.

3. Pupils should never leave the auditorium until they have been dismissed by the person in charge or the principal.

4. The room or organization in charge of the assembly will be responsible for the flag salute.

5. Pupils are expected to be reasonably quiet at times.... between acts, changing films, etc. It is the teachers' responsibility to teach the pupils proper audience behavior.

6. Any person not showing proper conduct will be asked to leave the auditorium and report to the office of the principal. The principal will decide the future status of such pupils.

SCHEDULE FOR ASSEMBLY PROGRAMS

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

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Treasurer and County Superintendent
JOHN T. COMER
Assistant Superintendent

APPENDIX J

DATE: March 1, 1977

TO: Principals - Sandy Hill and Glasgow Schools

FROM: William H. Potter and W. Robert Tolley

SUBJECT: In-service Follow-up

As a follow-up to our in-service on February 23 and 24, we would like to emphasize our major concerns that were discussed with you and the staff at Glasgow School and Sandy Hill Elementary School.

1) The development of individual educational programs for each student - this is a priority that needs to be addressed immediately.

2) Modification of the school's schedule - these modifications should be made with input from all staff and should reflect a redirection toward an increasing emphasis on instructional/ curricular activities.

3) Planning time - the time after student dismissal and prior to teacher dismissal should be utilized by teachers and aides for the joint planning of lesson plans and IEP. Lesson plans should include the specific activities in which teachers and aides are engaged in carrying out the IEP's. The afternoon planning time can also be utilized by the total staff including clinical personnel.

4) Activities - each activity i.e., art, music, physical education, games, etc., should be structured activities supervised by teachers. The activity must be related to specific instructional objectives that have been established for each student.

5) Utilization of resources - staff planning should include involvement of students in appropriate instructional activities at Sandy Hill Elementary School. If assistance is needed in accomplishing this objective we would be glad to meet with you and your faculties.

6) School rules - rules and expectations of students at Glasgow School should be consistent with the rules and expectations of students in regular programs.

We believe that our time spent on the in-service days were extremely productive and could be beneficial to the total staff as we plan for the improvement of programs for the school year.

Appendix (K) is a sample of an ARD Committee meeting conducted at a regular monthly meeting of the committee. This example clearly indicates examples of modifications of individual student programs.

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APPENDIX K

TO: Glasgow School ARD Committee DATE: 2-17-77

FROM: W. H. Potter
W. R. Tolley, Project Directors

SUBJECT: Minutes of Glasgow School ARD Committee meeting on February 17, 1977.

ATTENDANCE: A.M. - Mr. Tolley
Mr. Potter
Mr. Bryant - Coordinator
Mr. deLuca - Program Analyst
Mrs. Gootee - Psychiatric Nurse
Dr. Duvall - Child Psychiatrist
Mr. White - Maryland State Department of Education Regional Representative

P.M. - Miss Grande - E. H. Teacher
Mr. Baum - E. H. Teacher
Mr. Fitzgerald - E. H. Teacher

AGENDA: A.M. - 1) Report of the Program Analyst
2) February Workshop

P.M. - 1) Review Cases
2) A.R.D.

A.M.

1) Report of the Program Analyst

Ed deLuca presented current statistics on the number of students identified as handicapped. (Memo from deLuca dated 3/2/77) deLuca was asked to breakdown figures for our next meeting to reflect the number of students presently enrolled in school. Mr. deLuca added that approximately 70% of the students have been documented as handicapped.

Mr. deLuca also presented a bus list projecting possible needs for next year. The ARD Committee decided they would present the lists to the Supervisor of Transportation.

2) February Workshop

On February 23, 1977, Dr. Judy Platt from George Washington University and representing the Mid East Regional Resource Center will be at Glasgow School to conduct a workshop on developing individual educational programs.

P.M.

1) Review of Cases

1. Beverly - Dr. Duvall raised question of anti-psychotic medicine. Mrs. Gootee said Beverly had recently had an EEG in Salisbury under Dr. Pal. She stated he would support an anti-psychotic drug program if EEG is negative.

2. Scott - Mainstream for small group activities, possibly resource room at Sandy Hill. Review 6-77.

3. Michael - Miss Grande felt Michael was not ready for mainstreaming. Works very slowly. Dr. Duvall expressed concern over why Michael needed to be restrained on the bus. Mr. Tolley will set up a meeting with transportation to determine why.

4. Geraldine - Still awaiting testing to support placement in a TMR program.

5. Nancy - Poor attendance - suspended for 4 weeks, suspension questioned by committee since it seems to have been initiated by the bus driver. Debbie Gootee will follow-up the suspension. There was a question as to whether or not Nancy was medicated, again Debbie Gootee will follow-up on the medication.

6. Randolph - doing well and will be brought before Sandy Hill ARD for inclusion in a resource room.

7. Kendall - working out well. Attends Glasgow 1/2 day and Cambridge Middle 1/2 day. Mr. Potter will

set up an onsight visit for appropriate Cambridge Middle School personnel.

8. Montil - 12 years old - Has been in E. H. programs since 1st grade. Poor attendance this year. Glasgow will move to mainstream, possibly at Cambridge Middle School for Industrial Arts.

9. Gino - Comes from North Dorchester Middle School. Is a relatively new student so his program is still being developed. Mr. Tolley will contact appropriate personnel at North Dorchester Middle School to visit Glasgow and view Gino's program.

10. Mike - Mike is almost 14 years old, hence, Mr. Potter will contact Cambridge Middle School concerning possible mainstreaming activities.

Respectfully submitted by,

W. H. Potter
W. R. Tolley